



# PSYC13017 Foundations of Psychopathology

## Term 1 - 2023

Profile information current as at 27/04/2024 01:39 am

All details in this unit profile for PSYC13017 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The human brain is a marvelous and complex organ that allows us to perceive the environment, plan courses of action, and engage in adaptive behaviours. Most of the time, these processes are carried out smoothly and efficiently allowing us to function optimally. However, there are times and circumstances where the brain does not operate as it should. In this unit you will examine mental health disorders which frequently have significant adverse impacts. Mental illness will be explored in the context of major diagnostic systems and treatment models. Using a bio-psycho-social approach, you will explore the aetiology and course of psychopathology and consider evidence-based treatments used to facilitate recovery.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

96 credit points in CC43, CF59, CL51, CL55, CC13, CB66, CG93 or CA10

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2023

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Presentation**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE unit comments

**Feedback**

Clearer guidelines were requested by some students on the video assessment.

**Recommendation**

Provide specific guidelines on the amount of time allocated to each component of the video recording and provide more guidance on the content required.

#### Feedback from SUTE unit comments

**Feedback**

It was suggested that clearer wording on the quiz questions is required.

**Recommendation**

Review PSYC13017 quiz items for clarity.

#### Feedback from SUTE unit comments

**Feedback**

One student suggested that assessment exemplars would clarify expectations

**Recommendation**

Consider providing exemplars of the case report and case presentation for PSYC13017 next year.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
2. Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
3. Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

This unit addresses Foundational Competencies as specified by the Australian Psychology Accreditation Council (APAC) and specifically aligns to:

- 1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:
  - (i) the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
  - (ii) individual differences in capacity, behaviour and personality
  - (iii) psychological health and well-being
  - (iv) psychological disorders and evidence-based interventions
  - (v) learning and memory
  - (vi) cognition, language and perception
  - (viii) neuroscience and the biological bases of behaviour
  - (xi) culturally appropriate psychological assessment and measurement
- 1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals
- 1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
- 1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%	•	•	•
2 - Written Assessment - 40%	•	•	•
3 - Presentation - 30%	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication			•
2 - Problem Solving	•	•	
3 - Critical Thinking	•	•	•
4 - Information Literacy	•		•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence		•	
8 - Ethical practice		•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Textbooks and Resources

### Textbooks

PSYC13017

#### Prescribed

##### Abnormal Psychology

Edition: First (2018)

Authors: Ann M. Kring and Sheri L. Johnson

John Wiley & Sons Australia Ltd

Milton, QLD, Australia

ISBN: 978 0 73036308 8

Binding: eBook

#### Additional Textbook Information

Textbooks can be accessed online at the CQUniversity Library website. If you prefer your own copy, you can purchase either paper or eBook versions at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Chris Crawford** Unit Coordinator

[c.j.crawford@cqu.edu.au](mailto:c.j.crawford@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to psychopathology <ul style="list-style-type: none"><li>• History of psychopathology</li><li>• Andragogy</li><li>• Assessments</li></ul>	Chapter 1 - Introduction to abnormal psychology	

### Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
What do you have? <ul style="list-style-type: none"><li>• Assessment</li><li>• Diagnostic systems</li><li>• Bio-psycho-social model</li></ul>	Chapter 2 - Diagnosis and assessment	

### Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Getting low (and getting high) <ul style="list-style-type: none"> <li>• Depression</li> <li>• Bipolar disorder</li> </ul>	Chapter 3 - Mood disorders	

**Week 4 - 27 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Don't go out tonight <ul style="list-style-type: none"> <li>• Common elements of anxiety</li> <li>• Trauma-related disorders</li> </ul>	Chapter 4 - Anxiety, OCD and trauma-related disorders	

**Week 5 - 03 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
The divided mind <ul style="list-style-type: none"> <li>• Hallucinations &amp; delusions</li> <li>• Deficits</li> </ul>	Chapter 5 Schizophrenia	

**Vacation Week - 10 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 17 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Want a drink? <ul style="list-style-type: none"> <li>• Why we use psychoactive substances</li> <li>• Types of addictions</li> </ul>	Chapter 7 - Substance use disorders	<p>Assessment 1 - Online Quiz A Due: Week 6 - Quiz A opens midday Thursday (20 April) and closes Friday (21 April) 11:45 pm AEST</p> <p><b>Assessment 1 - Online Quizzes (1A &amp; 1B)</b> Due: Week 6 Friday (21 Apr 2023) 11:45 pm AEST</p>

**Week 7 - 24 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Who am I? <ul style="list-style-type: none"> <li>• Dissociative disorders</li> <li>• Somatic disorders</li> </ul>	Chapter 5 - Dissociative disorders, somatic symptoms and related disorders	<b>Written case report</b> Due: Week 7 Monday (24 Apr 2023) 9:00 am AEST

**Week 8 - 01 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Module/Topic Food for thought <ul style="list-style-type: none"> <li>• Anorexia</li> <li>• Bulimia</li> <li>• Excess</li> </ul>	Chapter 8 - Eating disorders	

**Week 9 - 08 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
I can't get no... <ul style="list-style-type: none"> <li>• Sexual dysfunction</li> <li>• Paraphilias</li> </ul>	Chapter 9 Sexual disorders	

**Week 10 - 15 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
A brand-new brain <ul style="list-style-type: none"> <li>• Congenital disorders</li> <li>• Developmental disorders</li> </ul>	Chapter 10 - Disorders of childhood	<b>Case presentation video</b> Due: Week 10 Monday (15 May 2023) 9:00 am AEST

### Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
She / he's got personality • What do we mean personality? • Personality disorders	Chapter 12 - Personality and personality related disorders	

### Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Getting old. • Challenging stereotypes • Types of dementia • Managing neurocognitive disorders	Chapter 11 Late life and neurocognitive disorders	Assessment 1 - Online Quiz 1B Due: Week 12 - Quiz B opens midday Thursday (1 June) and closes Friday (2 June) 11:45 pm AEST

### Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assessment 1 – Online Quizzes (1A & 1B)

#### Assessment Type

Online Quiz(zes)

#### Task Description

Quiz 1A - Week 6 - will open midday Thursday 20 April / close Friday 21 April at 11:45 pm AEST and cover material from weeks 1 to 6

Quiz 1B - Week 12 - will open midday Thursday 1 June / close Friday 2 June at 11:45 pm AEST and cover material from weeks 7 to 12

There are 60 items in each quiz and all items are multiple choice

Once you start the quiz, you will have 60 minutes to complete the quiz

At the end of 60 minutes, all answered questions will be automatically submitted.

#### Number of Quizzes

2

#### Frequency of Quizzes

Other

#### Assessment Due Date

Week 6 Friday (21 Apr 2023) 11:45 pm AEST

Complete quiz online via the Assessment tab in Moodle

#### Return Date to Students

Week 7 Friday (28 Apr 2023)

Online

#### Weighting

30%

#### Assessment Criteria

Each quiz is worth 15% of the final grade

The two quizzes are worth 30% of the final grade

Each correct answer is awarded 0.25 marks

Each quiz has a maximum possible grade of 15 marks

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Complete quiz online via the Assessment tab in Moodle

## Learning Outcomes Assessed

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

## 2 Written case report

### Assessment Type

Written Assessment

### Task Description

This written case report is due to be submitted Week 7 - Monday 24 April at 9am AEST

- Your task is to watch one film that portrays an individual who has experienced a mental illness and write a case report consisting of a formulation and diagnosis
- Examples of films include: A beautiful mind; Silver linings playbook; Girl interrupted; The aviator; The electric life of Louis Wain; Perks of being a wallflower; The soloist.
- Organise viewing the movie as soon as possible - possible sources include DVD, YouTube, services such as Netflix or Prime, etc.
- Note the individual's history, current circumstances, behaviours, social interactions, ethical and cultural factors, emotions and thoughts
- Utilise the 5P factors to develop the formulation: presenting, precipitating, perpetuating, predisposing, and protective factors
- Using either the DSM or the ICD, identify the primary disorder and Identify any secondary disorders and comorbidities
- Utilise peer reviewed journal articles and external sources to support your formulation and diagnosis
- Conclude with a brief reflection on how the film impacted on you and your views of mental illness, and whether the film reinforces or challenges stigma

The word count will be between 1800-2200 words.

### Assessment Due Date

Week 7 Monday (24 Apr 2023) 9:00 am AEST

Submit written assessment via Assessment tab in Moodle

### Return Date to Students

Week 9 Monday (8 May 2023)

Online grading and feedback comments

### Weighting

40%

### Assessment Criteria

This assessment is worth 40% of your total grade.

The 40 marks will be allocated to the following components:

#### Case Formulation (15 marks)

- 0 There is no clear formulation, essential elements of the case are missing
- 4 The formulation is present but not well supported by elements of the case
- 8 The formulation is clear and includes major elements of the case
- 12 The formulation is clear and includes all elements of the case
- 15 The formulation is clear and creatively captures all elements of the case

#### Diagnosis (5 marks)

- 0 There is no diagnosis or use of the DSM or ICD

- 2 The diagnosis is incorrect or does not utilise the DSM or ICD
- 3 The diagnosis is clear, but not well supported by the criteria of the DSM or ICD
- 4 The diagnosis is correct, clear, and supported by the criteria of the DSM or ICD
- 5 The diagnosis is correct, clear, and expertly supported by the criteria of the DSM or ICD

#### **Secondary disorders and comorbidities (5 marks)**

- 0 Secondary disorders and comorbidities not identified / no utilisation of the DSM or ICD
- 2 Secondary disorders and comorbidities partially correct / minimal utilisation of the DSM or ICD
- 3 Secondary disorders and comorbidities mostly correct, and supported by the DSM or ICD
- 4 Secondary disorders and comorbidities are correct, clear, and well supported by the DSM or ICD
- 5 Secondary disorders and comorbidities are correct, clear, and expertly supported by the criteria of the DSM or ICD

#### **Use of external sources (5 marks)**

- 0 External sources were not used
- 2 External sources were not relevant or unrelated
- 3 Relevant external sources were adequately utilised
- 4 Relevant external sources clearly and effectively used in support of formulation and diagnosis
- 5 Relevant external sources clearly, effectively, and creatively utilised in support of the formulation and diagnosis

#### **Reflection (5 marks)**

- 0 No reflection present
- 2 Reflection present but not well related to the film
- 3 Reflection present and relevant to the film
- 4 Reflection clearly and comprehensively related to the film
- 5 Reflection clearly, comprehensively, and creatively related to the film

#### **APA formatting and style (3 marks)**

- 0 APA formatting and style not present
- 1 Attempt made with APA formatting and style but contained many errors
- 2 Adequate APA formatting and style but with errors
- 3 Exceptional APA formatting and style with minimal errors

#### **Word count (2 marks)**

- 0 Assessment not within 1800-2200 words
- 2 Assessment within 1800-2200 words

#### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

## **3 Case presentation video**

#### **Assessment Type**

Presentation

#### **Task Description**

This video recorded assessment is due to be submitted Week 10 - Monday 15 May 9am AEST

Your task is to video record a case presentation

- Your intended audience is an interdisciplinary mental health team
- The actual audience may be a colleague, a family member or friend
- The audience must also be visible on the recording (same room, or screen on Zoom)
- In addition to developing content, you will be assessed on your delivery and presentation

- Delivery and presentation will be evaluated on factors including audio and speech clarity, excessive use of notes, and audience engagement
- Use Zoom to record your submission which shows both you and the audience
- The video presentation is to be based on your previous case study and formulation
- Start with a summary of the case and formulation which will follow the 5P factors: presenting, precipitating, perpetuating, predisposing, and protective factors
- Next, propose a treatment plan based on evidence-based strategies which considers cultural and ethical factors
- While the plan will likely include psychotherapy, also consider the broader needs of the client and potential contributions by the rest of the team
- Finally, allow the audience to ask a question and provide a brief response
- Please note, you may use written prompts during the recording, but do not simply read from your notes
- Video length should be between 9 to 11 minutes
- Consider time allocation for each part of the presentation (i.e., the treatment plan is worth twice the marks of the summary).

### **Assessment Due Date**

Week 10 Monday (15 May 2023) 9:00 am AEST

Submit video recording via the Assessment tab in Moodle

### **Return Date to Students**

Week 12 Monday (29 May 2023)

Online grading and feedback comments

### **Weighting**

30%

### **Assessment Criteria**

The case presentation is worth 30% of your final grade.

The 30 marks are allocated to the following components:

#### **Summary of case study and formulation (5 marks)**

- 0 The summary did not relate to the case study and formulation
- 2 The summary did not clearly relate to the case study and formulation and missed key elements
- 3 The summary related to the case study and formulation and included most elements
- 4 The summary skillfully related to the case study and formulation including most key elements
- 5 The summary expertly related to the case study and formulation incorporating all key elements

#### **Proposed treatment plan (10 marks)**

- 0 The treatment plan was not present or did not relate to the case
- 3 The treatment plan was present but only loosely related to the case with poor support from the evidence base
- 6 The treatment plan clearly related to the case but needed more support from the evidence base
- 8 The treatment plan was skillfully related to the case and well supported by the evidence base, good consideration given ethical and cultural factors
- 10 The treatment plan was expertly related to the case, rigorously supported by the evidence base, excellent consideration given to ethical and cultural factors

#### **Delivery and quality of presentation (10 marks)**

- 0 The presentation was unclear or inaudible, there was no audience engagement
- 3 The presentation was halting, with minimal engagement of audience
- 5 Presentation was clear, but not confident, the use of notes was distracting and impacted on engagement
- 8 Presentation was confident, clear, and engaging with minimal use of notes
- 10 Presentation was confident, clear, engaging, expertly delivered, with no visible use of notes.

#### **Response to audience question (3 marks)**

- 0 There was not response, or the response did not answer the question
- 1 The response partially answered the question, but was not clear and missed key elements
- 2 The response answered the question clearly
- 3 The response was expertly and confidently delivered

#### **Length of video presentation (2 marks)**

- 0 Video length not within 9-11 minutes
- 2 Video length within 9-11 minutes

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem